



Identifying and Analyzing Traditional Gender Roles in the Workplace

Grades: 9-10
Time: 2 class periods
Subjects: 9th grade exploratory, any shop, career awareness, English, math, coop, health, social sciences

Description:

Using the checklist provided, students will match jobs and careers to gender. The desired outcome from this activity will be, hopefully, the discovery and discussion of pervasive, persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

Objectives:

Students will be able to:

- Identify traditional career paths in terms of gender.
- Recognize nontraditional career opportunities.
- Analyze career paths in terms of wage, status, and opportunity.
- Listen attentively and with an open mind to various viewpoints.
- Present ideas and information clearly and concisely.
- Develop independent thinking regarding standardized gender roles.
- Develop a strategy for choosing a career.

Materials:

1. Occupation checklist (attached).
2. Overhead; chalkboard.
3. Library and Internet resources (optional).

Procedure:

1. Introduction: Defining the occupations.
 - Hand out copies of "Occupation Checklist" to individual students or, if possible, use overhead and transparencies of "Occupation Checklist."
 - Ask students not to answer checklist at this time.
 - Read off the listed occupations.
 - As a class, try to describe the jobs that might be less familiar to some students, such as "CAD Specialist."
2. Ask students to fill out checklist as thoroughly as possible, matching jobs and careers to "Male," "Female," or "Both" by circling the correct response.
3. Using transparencies and an overhead (ideally), or transcribing the checklist to the chalkboard or large chart (not so ideal), poll the students on each occupation and write the result on the master checklist.

NOTE: There are many viable approaches to conducting the following class survey in a meaningful way. The following describe three possible methods, each differing in complexity and time allotment:

- Students may try to answer these questions by the "seat of the pants" method, i.e.: informed guesswork.
- Another method would be to require some research of the occupations, perhaps dividing the jobs evenly among the class, before trying to answer the questions below.
- Yet another method might be to try to answer these questions, find out the areas of controversy, then assign research specifically to those areas.

Men's Work or Women's Work

4. The class, with instructor's help, answers the following questions. Ask for a student volunteer who will plot the results of the questions on the board.
 - How did the number of jobs labeled "men's work" compare to those labeled "women's work?"
 - Which jobs require working with people? Data? Mechanical things? How many are designated "Men's" and how many "Women's?"
 - Which jobs have the most "status," and, of those, how many are designated "Men's" and how many "Women's?"
 - Which jobs offer the most salary potential, and, of those, how many are designated "Men's" and how many "Women's?"
 - Which jobs require the most/least amount of education, and, of those, how many are designated "Men's" and how many "Women's?"
5. Class discusses obvious gender issues as they are raised from survey results. The focus should always be steered to "WHY?" Why are some jobs traditionally gender designated? Why is there an imbalance of wage and status along gender lines?

Evaluation:

Assess students' completion of checklist; assess involvement in survey and discussion. A subsequent test would assess knowledge of various occupations.

Related Activities:

1. For a math connection, students may create graphs of a variety of occupations to show percentage of male and female employees, wages for each gender, highest level of education for each gender, etc.
2. A research component has been touched on in "Step 3" of this activity. While requiring more time and effort, researching specific occupations in terms of opportunity, availability' skills required, etc., would be a valuable and eye-opening experience for the students.

Source: Adapted from "Developmental Guidance—Classroom Activities," University of Wisconsin

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Female/Male Occupational Checklist

For the following occupations, circle whether you believe it is a man's occupation (M), woman's occupation (W), or both.

<u>JOB</u>	<u>GENDER</u>		
Construction Worker	M	F	BOTH
Flight Attendant	M	F	BOTH
Social Worker	M	F	BOTH
Secretary	M	F	BOTH
Elementary Teacher	M	F	BOTH
Hair Stylist	M	F	BOTH
Model	M	F	BOTH
Store Clerk	M	F	BOTH
Veterinarian	M	F	BOTH
Physical Education Teacher	M	F	BOTH
Cook	M	F	BOTH
Photographer	M	F	BOTH
Nurse	M	F	BOTH
Computer Analyst	M	F	BOTH
Machinist	M	F	BOTH
Dental Assistant	M	F	BOTH
Artist	M	F	BOTH
News Reporter	M	F	BOTH

Female/Male Occupational Checklist (continued)

Telephone Operator	M	F	BOTH
NASA Technician	M	F	BOTH
CAD Specialist	M	F	BOTH
Pharmacist	M	F	BOTH
Baby-sitter	M	F	BOTH
Newspaper Editor	M	F	BOTH
Cashier	M	F	BOTH
Electrical Engineer	M	F	BOTH
Mechanical Engineer	M	F	BOTH
FBI Investigator	M	F	BOTH
Plumber	M	F	BOTH
Librarian	M	F	BOTH
Bank Teller	M	F	BOTH
Dietitian	M	F	BOTH
Licensed Practical Nurse	M	F	BOTH
Security Guard	M	F	BOTH
Day Care Worker	M	F	BOTH
Police Officer	M	F	BOTH
Bookkeeper	M	F	BOTH
Custodian	M	F	BOTH

Female/Male Occupational Checklist (continued)

Graphic Artist	M	F	BOTH
Technical Writer	M	F	BOTH
Lawyer	M	F	BOTH
Gardener	M	F	BOTH
Radio Announcer	M	F	BOTH
Forest Ranger	M	F	BOTH
Physical Therapist	M	F	BOTH
Occupational Therapist	M	F	BOTH
Speech Therapist	M	F	BOTH
Homemaker	M	F	BOTH
Accountant	M	F	BOTH
Musician	M	F	BOTH
English Teacher	M	F	BOTH
Auto Body Instructor	M	F	BOTH
Dairy Farmer	M	F	BOTH
Auto Mechanic	M	F	BOTH
Factory Worker	M	F	BOTH
Gas Station Attendant	M	F	BOTH
Pilot	M	F	BOTH
Professional Athlete	M	F	BOTH

Female/Male Occupational Checklist (continued)

Computer Programmer	M	F	BOTH
Truck Driver	M	F	BOTH
Landscaper	M	F	BOTH
Bartender	M	F	BOTH
Clothing Designer	M	F	BOTH
Carpenter	M	F	BOTH
Physician	M	F	BOTH
Architect	M	F	BOTH

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